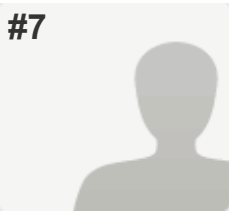


#7

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, May 31, 2016 2:13:27 PM**Last Modified:** Tuesday, May 31, 2016 3:34:22 PM**Time Spent:** 01:20:54**IP Address:** 209.56.91.1

## PAGE 2

<b>Q1: Name of School District:</b>	Tri-County CSD
<b>Q2: Name of Superintendent</b>	Dennis Phelps
<b>Q3: Person Completing this Report</b>	Sandy Steinke

## PAGE 3

**Q4: 1a. Local TLC Goal**

Hire, develop, and retain quality teachers

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Job Satisfaction Surveys, IPDP Analysis, and Self Assessments were used as measures for Goal I. Job Satisfaction surveys showed all staff (25 staff) reported: 84% of responders were satisfied with: leadership opportunities, coworkers, communication, type of work contracted for, rules/procedures of the district, and immediate supervisor.

Self-Assessments of all TLC Leaders noted that their Summer 2015 trainings were beneficial in their current positions namely reflective conversations and making the most of them, instructional strategies, open ended questions, working with literacy and school improvement consultants, and working together as a team. Celebrations included: feedback to model teachers, improvement with struggling readers, more meaningful PLCs, and leadership team meetings. Areas for future improvement: not to be pulled in too many directions such as math, reading, technology, keep learning how to work with struggling learners with the assistance of the AEA consultants, add a leadership role for working with secondary MTSS.

100% of staff members had an Individual Growth Plan concentrating on a specific standard and criteria from the Iowa Teaching Standards. Staff had to provide their rationale for choosing the standard/criteria and how it would be measured. Year end summaries included feedback for model teachers, student achievement measures from the classroom including but not limited to test scores and student projects, tracking student engagement from bell to bell, and student feedback.

**Q7: 2a. Local TLC Goal**

Develop and expand the instructional skills of the existing staff through collaboration, leadership, and coaching.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Self-Assessments of all TLC Leaders noted that their Summer 2015 trainings were beneficial in their current positions namely reflective conversations and making the most of them, instructional strategies, open ended questions, working with literacy and school improvement consultants, and working together as a team. Celebrations included: feedback to model teachers, improvement with struggling readers, more meaningful PLCs, and leadership team meetings. Areas for future improvement: not to be pulled in too many directions such as math, reading, technology, keep learning how to work with struggling learners with the assistance of the AEA consultants, add a leadership role for working with secondary MTSS.

**Peer Feedback**

Model Teachers: Learning new strategies, validating own strategies, self-reflection

Mentor Teachers: Meet the needs and support beginning teachers, helped beginning teachers become better teachers, and assisted new teachers to the district with the routine and procedures of Tri-County and acclimated them to the district's professional development

PD Leaders: More PD needed on the Gradual Release, new instructional strategies, access to content peers, and continue with the common core

PD Feedback: More PD needed on the Gradual Release, new instructional strategies, access to content peers, and continue with the common core

**Q10: 3a. Local TLC Goal**

*Respondent skipped this question*

**Q11: 3b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q13: 4a. Local TLC Goal**

Increase the number of students who show academic proficiency

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

IGDIS: 22% of students were proficient in the fall; 72% of students were proficient in the spring

FAST: 33% of students in K-3 were substantially deficient in FAST, 26% of students in grades 4-6 were labeled substantially deficient. 100% of students showed growth in WPM from fall to spring testing

**IA Assessments**

65% of students in grades 3-6 were proficient in reading comprehension during the 2015-2016 school year as measured on the IA Assessments compared to 58% during the 2014-2015 school year.

58% of students in grades 3-6 were proficient in mathematics during the 2015-2016 school year as measured on the IA Assessments compared to 59% during the 2014-2015 school year.

75% of students in grades 7-8 were proficient in reading comprehension, mathematics, and science during the 2015-2016 school year compared to 74% during the 2014-2015 school year.

89% of students in grades 9-11 were proficient in reading comprehension, mathematics, and science during the 2015-2016 school year compared to 85% during the 2014-2015 school year.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	Respondent skipped this question
Q17: 5b. To what extent has this goal been met?	Respondent skipped this question
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	Respondent skipped this question
Q19: 6a. Local TLC Goal	Respondent skipped this question
Q20: 6b. To what extent has this goal been met?	Respondent skipped this question
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	Respondent skipped this question

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

A secondary MTSS Interventionist will be added during the 2016-2017 school year. This person will: attend MTSS PD, manage intervention/at-risk submissions, prepare/maintain/monitor intervention/at-risk forms, organize spreadsheets for intervention, continue to seek new or revise interventions for student success, organize data for monthly STAT meetings, STAT meeting recorder, contact parents/stakeholders regarding interventions, and update correspondence logs between teachers, parents and students.

Upper elementary (grades 4-6) will begin interventions several times a week - minute details still need to be considered

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

For the past 6 years, Tri-County has had one PK-12 administrator/curriculum coordinator and shared superintendent. Having the TLC Leadership Team comprised of 7 teachers has not only given teachers leadership roles and responsibilities but leadership responsibilities/roles have now been dispersed among several people. PLCs have become more effective now that the three PD leaders better meet the needs of its PLCs and model teachers have received feedback that has been beneficial to the model teachers as well as the teacher observer.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.